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ABSTRACT

Among the 12 publications reviewed in this annotated bibliography are a paper on how administrators can provide teacher support systems, the proceedings of a conference on creating conditions for effective teaching, an article on the methods principals can use to help teachers manage stress more effectively, a report of the results of a study of which supervisory strategies maximize teacher effectiveness, an article on how to develop a businesslike school environment in order to enhance the effectiveness of secondary schools, and an article on improving communication in a large high school. Other publications suggest teacher and school effectiveness may be promoted through an orderly and safe school climate and student self-discipline, principal involvement in instructional leadership, principal control or influence of time on task variables, use of the results of research studies, and administrative leadership. (DCS)

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

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Conditions for Effective Teaching

1 **Darr, Alice Dozier, and Kise, Joan Duff.** "Support Systems: Inservice Education: Teacher Effectiveness." Paper presented at the Association of Teacher Educators Annual Meeting, Orlando, Florida, January 30 - February 2, 1983. 21 pages. ED 230 531.

Teacher burnout occurs when all of a teacher's six personal support systems fail. Administrators usually have little influence over three of these support systems—friends, family, and community—but can influence (in either a negative or positive way) the other three—namely self, profession, and job. By enhancing these latter three support systems via wisely structured inservice education, administrators can decrease teacher stress and provide a more supportive environment for effective teaching.

The authors of this interesting paper explain, first, how the six support systems work for most people; then, how the systems are interrelated; and finally, what administrators can do "to improve the quality of support and improve teaching effectiveness." Their approach has three basic steps. First, determine the "current sources of support for each teacher," being wary of possibly incorrect assumptions, such as assuming that a single parent necessarily has less family support than a teacher in a typical two parent family. Second, evaluate the school as a source of teacher support. In particular, "look at school procedures, interaction opportunities and patterns, and interpersonal dynamics." Third, make appropriate changes in school procedures and structure.

Durr and Kise propose inservice education as a key element for enhancing teacher support. Their concept of "inservice," though, is much wider than most, encompassing any activity the teacher performs to improve effectiveness, whether initiated by teachers, administrators, or others. Moreover, inservice can range from informal—such as an experienced teacher giving advice to a beginner—to "ad hoc" to structured. Each type of inservice is valuable for building various elements of teachers' support systems. The authors conclude with practical suggestions for promoting various forms of inservice.

2 **Duckworth, Kenneth, and others (Eds.).** *Creating Conditions for Effective Teaching: Proceedings of a Conference* (Eugene, Oregon, July 17-18, 1981). Eugene, Oregon: Center for Educational Policy and Management, University of Oregon, November 1981. 189 pages. ED 209 771.

What can school leaders do to foster more effective teaching? This diverse volume provides ideas from three distinct viewpoints, as put forth by the keynote speakers at a conference. Included here are the three main papers, transcripts of commentary on the papers, and a transcript of a final conference session that sums up the conference's implications for research and school improvement.

The first paper discusses research on effective secondary schools and its implications for administrative action. Among the topics discussed are organizing staff development activities, preparing teachers to use effective teaching techniques, and the influence of school policies on effective instruction. Some of the school policies that have been shown to influence effectiveness include those on absences, tardiness, classroom intrusions, assignment of classrooms to teachers, grading systems, and parent support.

The second paper discusses the interesting topic of collective bargaining and its effect on administrator's attempts to influence instructional effectiveness. Topics covered here included class size, length of the work day, supervisory duties, seniority layoffs, constraints on educational leadership, and interdependencies between principals and teachers.

The final paper discusses the influence of district policy on teacher effectiveness. The author of this brief paper sheds light on the school effectiveness issue by comparing school governance with municipal governance.

3 **Frey, Diane, and Young, Joseph A.** "Methods School Administrators Can Use to Help Teachers Manage Stress." *NASSP Bulletin*, 67, 461 (March 1983), 73-77. EJ 277 990.

Teacher burnout, caused by unrelenting stress, can turn a normally cheerful and effective teaching staff into a group of apathetic, fatigued, and frustrated individuals. Principals do not have complete control over teachers' stress levels, but there are many methods principals can use to help teachers manage stress more effectively. In this article, Frey and Young describe the symptoms and causes of teacher burnout and then outline fourteen simple methods principals can use to help teachers combat stress.

The simplest method for reducing stress is to eliminate unnecessary stress. "It is usually unnecessary to give teachers only one day's notice of a mandatory meeting," say the authors, or hold a fire drill during a torrential rainstorm. Another simple method is to make sure teachers receive more praise than criticism. "When teachers hear genuine, positive feedback in addition to constructive criticism from administrators, they feel better about themselves, know where they stand, and, thus, have less stress on the job."

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Administrators can also encourage teachers to "nurture themselves" with hobbies and activities outside of school and to avoid workaholic and perfectionistic tendencies. Principals can encourage a regular program of faculty intramurals and exercise and hold inservice workshops on stress management, relaxation, biofeedback, and "cognitive restructuring."

Other actions administrators can take to help teachers manage stress are to encourage cooperative working relationships among teachers, help teachers develop personal support networks among themselves to combat teacher isolation, allow teachers to participate in decisions that influence them, and make sure performance goals for both the organization and individual teachers are clearly defined and communicated.

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4 **Greenblatt, Ruth B., and others.** "Managing for Effective Teaching." *Educational Leadership*, 41, 5 (February 1984), 57-59. EJ 293 150.

What approach to supervision should principals take to maximize teacher effectiveness? "Would acting tough—demanding and threatening—work best," ask the authors, "or would a soft, cuddly, involving strategy prompt teachers to teach better?"

To find out, the authors conducted a simple but highly informative study. First, they assessed principals' management styles in twenty schools by administering a questionnaire to 125 teachers in those schools. Using the resulting data, the authors classified the principals as authoritarian, consultative-centralized, consultative-decentralized, or participative. Next, they questioned one-fourth of the students in the twenty schools about the presence of eleven behaviors in their teachers that had previously been found "to correlate with effective instruction and pupil achievement," such as task orientation and direct instruction.

Results indicated that schools whose teachers used more effective teaching techniques had principals who used a consultative-centralized approach to supervision. That is, the principals in these schools took care to seek advice, information, and ideas from those teachers either involved or expert in a decision area, but usually made the final decisions themselves, in an authoritarian fashion.

Based on these results, the authors present "Ten Commandments of Good Consultation" for principals. "Take consultation seriously," they advise, but "consult only when necessary" and "only with staff who have expertise or possess pertinent information." Give feedback to teachers and make sure they "are aware that consultation has occurred." Know what staff resources are available and make sure information is accurate. Finally, learn how to make a decision wisely and "be prepared to make the final decision and stick to it."

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5 **Haas, Jim.** "Developing a Businesslike School Environment—A Key to Success." *NASSP Bulletin*, 67, 459 (January 1983), 16-20. EJ 274 295.

Effective secondary schools are characterized in part by their "businesslike" environments. Among the characteristics of such schools are "orderliness and predictability; a recognition of the value of time; an emphasis on excellence; and a sense of purpose, openness, and optimism regarding learning and living." In this article, Haas outlines a set of procedures for enhancing each of these elements of a positive learning climate.

To promote orderliness and predictability, says Haas, use printed morning announcements and have teachers read them during the first period of every day. Save the PA system for real emergencies. Enforce student discipline consistently, quietly, and deliberately. Treat discipline, says Haas, like "a business deal between a school official and a student." Finally, "plan for order" by making sure the staff knows what is going on every day and by removing or controlling "every obstacle to a peaceful class day."

To emphasize a sense of excellence in the school, raise expectations at every opportunity. Expect students to work hard and well, expect parents and the central office to support the school, and "expect teachers to be sound scholars and enthusiastic, reliable performers." Set an example of excellence at all times and reward those who excel.

To develop a sense of purpose, openness, and optimism in the school, principals should emphasize the basic mission of the school, staff the school with teachers who are "masters in their fields," avoid manipulating students and teachers and instead deal with them openly and rationally, and build staff enthusiasm at every opportunity.

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6 **Kusimo, Patricia S., and Erlandson, David A.** "Instructional Communications in a Large High School." *NASSP Bulletin*, 67, 466 (November 1983), 18-24. EJ 289 665.

How do the communications patterns in a large school influence teacher effectiveness? According to these authors, most large schools are characterized by a mostly downward flow of information. Teachers rarely have a chance to share information or help solve the problems of a peer, particularly those teachers outside their area of interest. Moreover, downward communication by such means as memos, directives, and meeting agendas "are seldom effective, and often are understood with altered meanings at lower levels."

Since the usual large school's organizational structure "regularly distorts essential communications," principals may wish "to consider modifications to this structure that will promote more effective communication patterns." In particular, Kusimo and Erlandson suggest that principals examine the concept of "overlapping work

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groups" as proposed by Rensis Likert. In a high school, such groups would include diverse mixtures of instructional and administrative personnel, with some persons holding membership in more than one group.

The authors are vague about the actual details of organization of such groups but claim several advantages from such an organizational scheme. The principal would gain a variety of broad, group-based channels for disseminating information, while the channels for supervisory communication would also be enlarged. Horizontal communication among peers would also be enhanced, leading to an increased flow of information about instructional matters.

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7 **Lordon, John F.** "Establishing a Climate for School Discipline: The Total Perspective." *NASSP Bulletin*, 67, 462 (April 1983), 58-60. EJ 279 488.

A primary characteristic of an effective school is an orderly and safe school climate. A safe climate, in turn, is caused in large part by a well-defined and publicized discipline policy that is consistently enforced by all staff members throughout the school building. In this article, Lordon discusses the importance of school discipline for teaching effectiveness and provides suggestions for establishing and maintaining an orderly school climate.

Certain teacher attitudes are detrimental to good supervision. Principals should be on the lookout for these attitudes and take measures to correct them whenever they crop up. For example, some teachers consistently ignore the misbehaviors of students they do not teach. But teachers should be trained to "deal with any breach of discipline they encounter, anywhere in the school, whether or not the student involved is one they teach."

Consistency in discipline is essential for school order. Inconsistency can occur at many levels, including the interpretation of rules and policies, the types of punishment used, differences in expectations among teachers, and different philosophical approaches to discipline. To combat inconsistency, administrators should "develop clear and explicit supervision policies and schedules to cover every aspect of the day's operations, from students' arrival to their departure." A school with "good order, smooth operation, clear procedures, and careful scrutiny of the total school operation," Lordon concludes, will promote the most favorable climate for teacher success.

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8 **Mangieri, John N., and McWilliams, David R.** "Providing Effective Leadership for Reading Programs." *NASSP Bulletin*, 68, 468 (January 1984), 64-68. EJ 291 490.

Successful schools often have principals who involve themselves directly in the nitty-gritty of classroom teaching. They provide the conditions and the support necessary for teacher success in a variety of ways. Mangieri and McWilliams here outline several of these elements of instructional leadership that contribute directly or indirectly to the success of classroom teaching. Their conclusions, though drawn from reading programs, are applicable to other instructional programs as well.

A list of all the specific behaviors successful principals use to administer instructional programs would be quite extensive. Instead of trying to implement all of these behaviors—some of which might be contradictory—the authors suggest that principals choose those that build on their strengths and that reflect their own philosophies. Some general behaviors, however, are common to all effective principals.

For example, successful principals consistently establish high expectations for instructional programs and clearly communicate those expectations to students and teachers alike. They make it clear that teachers should be responsive to the individual needs of students, and that students be allowed to "progress at a rate commensurate with their ability" and not in a rigid, lock-step fashion.

Effective principals "view themselves as the ultimate administrative authority in their buildings" and clearly communicate this fact to others. At the same time, however, they actively draw upon the strength and expertise of their teaching staffs. Teachers are allowed active participation in decisions regarding instructional and curricular areas, but "successful principals hold fast to their prerogative to make procedural and administrative decisions."

Teachers in schools with effective principals are given opportunities to meet and discuss educational techniques and trends. They are expected to grow professionally, and they are helped in that direction in a variety of ways by the principal. The authors also discuss other elements of effective instructional leadership, such as consistent, ongoing staff evaluation programs and the principal's relationship with the central office.

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9 **Seifert, Edward H., and Beck, John J.** "Time-on-Task Observations: How Principals Can Improve Instruction." *NASSP Bulletin*, 68, 471 (April 1984), 29-34. EJ 298 003.

Principals, say Seifert and Beck, have a responsibility "to create an atmosphere that will cause teachers to maximize the available learning time for students." This responsibility can be fulfilled by educating teachers about students' time-on-task behaviors, helping teachers improve their classroom behaviors to maximize time-on-task, and controlling administrative behavior that affects time-on-task.

Principals can directly control or influence several variables that affect time on task. For example, they can "reduce the use of intercom interruptions for extraneous messages to teachers and students." After a one-minute announcement, say the authors, it takes students five minutes to return to on-task activities. Principals can also reduce other interruptions of classrooms by aides, secretaries, and students; vigorously pursue student absentees; and reduce the number of special programs, such as pep assemblies, that cut into instructional time.

Principals can further help teachers maximize students' time on task by observing teachers' lessons using a "student observation form" (SOF) to chart students' behaviors and then discussing the results with the teachers. Seifert and Beck include a sample SOF, full instructions on how to properly use it, and discussions of teaching techniques that can increase students' time-on-task behaviors.

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10 **Squires, David A., and others.** *Effective Schools and Classrooms: A Research-Based Perspective.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1983. 142 pages. ED 232 972.

A great deal of research has been done on school climate, school effectiveness, and teacher effectiveness, but rarely have the results of this research filtered down to practitioners in a meaningful way. This publication is a refreshing exception. In it, the authors clearly describe how student achievement is influenced by a school's organization, climate, and personnel, and how both district-level and school-site administrators can use the results of numerous research studies to improve their schools.

The authors first clearly explain their model of school and classroom effectiveness, then review the research on classroom characteristics related to student achievement. "The relationship between student behaviors and student achievement is so strong," they argue, "that, when students are involved, covering appropriate

content, and successful on classroom tasks, there is a high probability that they will be achieving as well as or better than expected." Moreover, several distinct teacher behaviors related to planning, managing, and instruction have been shown to directly influence student behaviors. The implication for administrators, discussed at length in the remainder of this book, is that promoting these behaviors in any way possible is essential for improving student achievement.

The authors continue their analysis by describing research on effective schools and the characteristics of positive school climate. They discuss the importance and the characteristics of a positive supervisor-teacher relationship, describe a case study of a principal who transformed an ineffective school into an effective one, and outline techniques for assessing school effectiveness. A final chapter sums up some principles of school improvement.

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11 **Troisi, Nicholas F.** *Effective Teaching and Student Achievement.* Reston, Virginia: National Association of Secondary School Principals, 1983. 16 pages. ED 231 067.

Almost every study of effective schools has concluded that "effective administrative leadership is the key to establishing and maintaining a climate conducive to academic learning and achievement." In this publication, Troisi discusses these studies and outlines some of the specific actions principals can take to improve teaching effectiveness.

For example, several studies have found that students learn more and better when they spend more "time on task." Time on task, in turn, can be increased simply by reducing the number of intrusions and disruptions that cause students to get "off" task. Intrusions and disruptions take the form of classroom loud speaker announcements, for example, or may be caused by disruptive students. Administrators can help teachers teach more effectively by limiting announcements during class time, by establishing and maintaining a good schoolwide approach to discipline, and by educating teachers about research on time on task.

Many studies have shown a clear relationship between classroom management and teacher effectiveness. In light of these findings, the administrative role should be to promote, in any way possible, the understanding and practice of these effective classroom techniques. Principals can "remain current with research on teaching effectiveness, and communicate this information to teachers;" continually stress teaching effectiveness as a theme for inservice programs; and "create an atmosphere where staff members can openly discuss teaching with colleagues." Troisi also discusses administrative strategies for increasing the academic expectations of principals, teachers, and students.

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12 **Wayson, William W., and Lasley, Thomas J.** *Phi Delta Kappan*, 65, 6 (February 1984), 419-421. EJ 293 137.

Teachers have less opportunity to teach effectively in schools where students are habitually disruptive and undisciplined. Thus, any action administrators can take to help students learn self-discipline will be a boon to teacher effectiveness. In this article, Wayson and Lasley review a recent *Phi Delta Kappan* study of student discipline and draw from it several recommendations for creating a school climate where student self-discipline is the norm.

For example, administrators should attempt to make all students "feel important, needed, and worthwhile" by encouraging their participation in as many school activities as possible. The most important students to get involved are the traditional "nobodies" in the school, who are often "poor, male, and members of minority groups." A technique that works in schools with effective discipline is to ensure that "each student has access to a concerned adult, who can assist the student in solving personal or academic problems."

Another technique is to create symbols of identity and excellence, such as school slogans that students and teachers alike can identify with. The values implicit in such slogans "become the framework within which a group may strive for behavioral and academic excellence."

Not surprisingly, schools with effective discipline have a set of clearly understood rules for behavior. The "formal" rules are "carefully developed, clearly stated, and systematically explained," particularly early in the school year. Once these formal rules are understood, an "informal" system of rules—the real norms of the school—will begin to evolve. These informal rules are in fact "tacit understandings of how all individuals—teachers and students alike—are expected to treat one another," and are the key to an orderly school climate.

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